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AUTHOR McGinley, Gerry P.
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ABSTRACT

This document provides a step-by-step guide to assist administrators in implementing a career awareness development program on the elementary level. First the program is described by the four basic attitudes and ten overall objectives which underlie all the program activities. Then the administrative responsibilities are presented under the following areas of consideration: funding, contacts, time, implementation, organization, personnel, space, supply and materials, and evaluation. These administrative responsibilities are divided into standard and optional categories so that each district or school can adapt the guide to its individual needs and resources. Finally the basic concepts for an elementary (K-6) career awareness development program are listed according to grade level. (BM)

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ADMINISTRATORS' GUIDE TO CAREER EDUCATION IN THE ELEMENTARY SCHOOL

BY

Gerry P. McGinley, Project Log Coordinator, Project SAVE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ADMINISTRATORS' GUIDE TO
CAREER EDUCATION IN THE ELEMENTARY SCHOOL

PREPARED THROUGH THE COOPERATION OF:

Dr. Marvin Piccolo, Superintendent, Washoe County School District

V. J. Eardley, Director, Adult and Vocational Education, Washoe County School District

Max Johnson, Coordinator, Adult and Vocational Education, Washoe County School District

Dr. Edmund J. Cain, Dean, College of Education, University of Nevada, Reno

Dr. J. Clark Davis, Director, Research and Educational Planning Center, University of Nevada, Reno

Dr. Len L. Trout, Acting Director, Research and Educational Planning Center, University of Nevada, Reno, and Director, Project SAVE

Burnell Larson, Nevada State Superintendent of Public Instruction

R. Courtney Riley, Nevada State Director, Vocational-Technical and Adult Education

Gerry P. McGinley, Project Log Coordinator, Project SAVE

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INTRODUCTION

To the administrator:

This handbook has been designed to assist you in implementing a career awareness development program in your elementary school or schools. It presents a step-by-step guide; for each step both standard and optional considerations are presented. This approach should ensure the smooth incorporation of this program in any school or district, regardless of size, location or budget.

BACKGROUND AND DESCRIPTION

In more primitive societies, indeed, even in an earlier America, children followed their parents through the day's activities. As they grew they were given tasks and responsibilities suitable to their maturity. Thus they arrived at manhood or womanhood prepared to assume an adult role, prepared to enter upon the career which they would follow through their life.

In modern technical America, in contrast, the child may not even know what a parent's occupation is titled. If he does know the name of the job, the chances are slim that he knows exactly what is entailed in the way of duties, working conditions, etc. Perhaps it would be of little benefit if he did, in light of the rapid technological changes which are eliminating and creating jobs with amazing speed.

What, then, is done about preparing our children for occupations? Unfortunately, in spite of the fact that no more than 20 percent of the employment slots require a college degree and the fact that not every young person needs, wants or could profit from college, 80 percent of our high school students are enrolled in a college preparatory course. These facts, taken in conjunction with the standard college freshman attrition rate of 40-45 percent, lead to some deplorable conditions. Our youth are being turned out of school after from twelve to thirteen years with heightened aspirations and no marketable skills. One interpretation could well be that they are not being given a variety of viable alternatives.

That this has become an area of concern among educators is evidenced by the recent focus on career awareness development. This movement has been headed by no less a personage than the U. S. Commissioner of Education, Mr. Sidney P. Marland, Jr. In almost every speech Mr. Marland expresses his concern in this matter by such phrases as, "All education is career education--or should be."

Exemplary projects funded under Part D, Public Law 90-576, are attempting to provide some solutions to this dilemma. This effort is designed to provide a smoothly articulated program to enrich the student's education from kindergarten through post-secondary. In the elementary the child is made aware of a variety of occupations. At the middle school level he learns that these are grouped in clusters and is given an opportunity to explore some of those clusters. In high school he studies more deeply the cluster of his choice, graduating with entry-level skills or clear-cut vocational plans and the knowledge of how to achieve them. He may choose the University, the Community College, the District's post-secondary programs, or, if none of these is appropriate, he will be counseled as to the best next step.

However, it is with the elementary segment of this program that this handbook is concerned. In the following pages the necessary steps for setting up such a program will be outlined. Included will be such divisions as funding, personnel, materials and supplies, etc. Within each division will be a further split into standard and optional, so

that no district will feel that it is precluded from having a program because of features which it cannot include. We believe that any district can set up the standard; we also believe that some districts will wish to include some of the options. Above all, we believe that, no matter what form it adopts, any district will better serve its students through such a program.

THE PROGRAM

There are four basic attitudes to be developed through this program:

There is dignity in the performance of all work.

By working, people in a community help each other.

There is a need for cooperation in work.

Work is important to the worker and to society.

While these will not be taught directly, they will underlie all activities. The teacher needs to keep them firmly in mind at all times. It will be noticed that these are embodied in the pre- and post-test instrument; they will also be considered indirectly in the discussions of specific occupations.

In general, the ten overall objectives of the program will be treated in much the same way. That is, they will be met through the teaching of specific concepts and through activities designed to help students and teachers alike to meet them. The objectives, not necessarily in order of difficulty or importance, are:

Arouse the child's curiosity in regard to the working world.

Encourage wholesome attitudes toward all types of work.

Enlarge the child's occupational horizons.

Answer the child's many questions concerning occupations.

Introduce and begin developing basic concepts through meaningful activities.

Increase the student's awareness of the many occupations found in our society.

Investigate some occupations at a greater depth--education, duties, and working conditions.

Develop positive attitudes towards one's self, other people and work.

Help students understand the interdependency of workers within our society.

Impress upon children the part school plays in the preparation for life.

To assist in meeting these objectives, a group of concepts will be taught. These can be broken into sub-groups in various ways, but the approach taken in this program will be to group them according to perceived relationships among them. These large groups will then be arranged in order of difficulty and degree of abstraction. For each group a list of suggested resources and activities will be provided on request to the Research and Educational Planning Center, University of Nevada, Reno, Nevada 89507.

AREAS OF ADMINISTRATIVE CONCERN

As indicated in the previous section, these are the areas with which the administrator must be concerned in the establishment of an elementary program. These are listed in an orderly progression, based on experience. As mentioned before, these are realistic; that is the reason that each of these areas is divided into standard and optional, so that each district or school can make its own decision on what it can afford, in terms of money, staffing, time, etc.

Funding Considerations

Standard

The one absolute necessity is the training of the teachers. This can be done by paying teachers for extra days or by providing substitutes. Depending on the extent of evaluation desired, one or two days will be necessary.

Each child needs some sort of folder or notebook. While this can be a source of expense, it can be minimized by having children create these as an art project.

Each teacher will need a copy of the program. Local mimeographing provides this as cheaply as possible.

The extent of the evaluation desired will dictate mimeographing and reproduction costs as well as staff and/or computer analysis costs.

The district undoubtedly has audio-visual and library materials which are appropriate to this study. However, to classify these might require some additional expense. This again is a discretionary item; from the commercial materials available, the district budget must determine what purchases will be made.

The State Employment Service is frequently an excellent source of free or inexpensive materials. We urge close liaison with this agency and its local branch.

Optional

Depending on the extent to which the project is undertaken, additional coordinating and/or clerical personnel may be required. Also, depending on the extent of evaluation desired, some help may have to be provided teachers. Work-study students (high school level) could be useful here.

The largest expense we have incurred (besides teacher training) has been for field trips. These have also been our most effective teaching tool. Any district is urged to budget as much as possible for these.

The district might wish to import consultants or send district personnel to observe an on-going program.

Some teachers have been very happy with such commercial materials as the SRA career guidance series. These are pleasant additions if funds permit.

The Dictionary of Occupational titles is expensive, but at least one copy per district is a valuable resource.

The list of books, pamphlets, films, filmstrips, etc. is long and getting longer. However, as stated under Standard, some are doubtless available, and if more are purchased, they should be carefully previewed for accuracy, appeal and appropriateness.

Contact Considerations

Standard

The first step must naturally be the approval of the Board. The Superintendent may feel out the sentiment of his Associate or Assistant Superintendents first, but, in any case, without Board approval, nothing can occur.

While the Principals and Teachers may have been briefed that such a program was to be brought before the Board, now comes the job of selling to these people. They, after all, will mark the difference between success and failure. The Principals will have to exert leadership and the Teachers are the key personnel, so excellent presentations at staff meetings are in order. These may be more time consuming if a high degree of academic orientation exists.

Optional

Depending on the relationship with the parents, it may be very wise to do some early work with this group. Too often, parents receive a distorted view and believe that the school is trying to force an early vocational choice on elementary students. They may also get the erroneous impression that the school is deciding which child may or may not go to college.

The business community may be approached, through service clubs or other channels. Depending on the extent of your program, you may wish their cooperation for field trips or speakers. The better their understanding, the more intelligent their cooperation.

Time Considerations

Standard

Lead time is necessary to prepare the presentations for the Board and for the Principals and Teachers.

Time must be allocated for the training of teachers.

Very little actual time is required for putting the program into effect in the classroom.

A varying amount of time will be necessary for classifying the library and audio-visual materials to make them more readily usable within the program.

The amount of preparation and classroom time will vary according to the teacher. As this has been designed to fit into the curriculum, serving as a vehicle for teaching other skills, it should actually be an enrichment rather than an addition.

If an elaborate evaluation scheme is undertaken, the time involved for teachers to administer, score and record results may be considerable.

Optional

If parents and business leaders are to be involved, time must be allowed for the preparation and presentation of programs and literature.

If coordinating personnel are to be hired, time must be allowed to recruit and orient capable people.

More or less extensive inclusion of field trips will require time for making contacts and arrangements.

Again, a greater number of field trips will mean more time out of the classroom, although not necessarily less learning time.

Once the program is running smoothly, it can recur yearly with little additional time except for training new teachers.

In the event of the use of an elaborate evaluation scheme, some time will be involved in coordinating testing and reporting programs and in statistical analysis.

Implementation Considerations

Standard

There must be acceptance by the Board and by the Principal and Teachers.

This program can be put into the elementary school in any manner desirable, i.e., a limited number of grades or any desirable combination thereof.

Implementation can occur with no further policy changes than the original Board approval.

This program is always open to addition as teachers develop alternative activities for the teaching of concepts.

Optional

Depending upon the relationship with the parents and the degree of involvement of the business community anticipated, there may be a need to achieve acceptance of the program by these groups.

Contact with businesses and industry as sources of classroom speakers or field trip sites and purchase of materials can proceed at whatever pace is necessary to fit with resources and classroom implementation.

If desirable, there can be policy changes concerning field trips.

The materials possessed by the district can be augmented at whatever rate seems desirable.

Organizational Considerations

Standard

Disruption of routine due to implementation of this program should be minimal in self-contained classrooms. Activities are designed to complement teaching of language arts, social studies, science, music, art, etc.

In general, the adoption of this program requires no organizational change.

The teacher must assume the role of career awareness educator; the principal must also assume leadership and facilitator roles in this area.

It may be expected that most relationships among groups will be unchanged; however, improved school-community relationships may well result.

Optional

In the event of a departmentalized situation in any grade within the program, administrative concern must deal with the mechanics of installing the program, i.e., is there to be a separate period, does this come into language arts, social studies, etc.?

If additional personnel are hired, their organizational status must be clarified.

Expansion of field trips will necessitate more flexible routines within classes and schools.

There will probably be a need for some coordination at district level. An existing role may be broadened to include this, or a new one created.

Closer school-business-industry relationships may develop due to this program.

Personnel Considerations

Standard

There should be no necessity for personnel change with the adoption of a standard program. Rather the necessity would be for clear role definition.

The Superintendent is supportive and shoulders the responsibility of securing Board approval. He delegates Superintendent's Staff members to perform support and coordination services.

The Principal assumes the educational leadership of the program within his school. He also serves as facilitator.

The teacher works with the program, seeking to instill the attitudes, meet the objectives and teach the concepts.

Optional

Depending upon the extent of the proposed program, additional personnel might be hired, such as

A coordinator, who receives reports and requests from teachers, makes contacts for and arranges for field trips and speakers, serves as a resource person to the problems of teachers, helps disseminate information wherever needed, etc.

Both clerical and professional help may be needed if the district embarks upon an evaluation scheme of any magnitude.

Space Considerations

Standard

The standard program requires no additional space. It is only necessary that teachers have standard storage space.

Optional

If additional personnel are being hired, office space must be found for them.

If an extensive evaluation program is inaugurated, file space must be found for results and analyses.

An eventual outcome might be a Career Resource Center, housing all district personnel and materials related to career and vocational education.

Supply and Material Considerations

Standard	Optional
The absolute necessity is a program guide for each involved teacher and principal.	Additional materials, SRA, library, audio-visual can be purchased at the discretion of the district.
Each participating child needs some type of notebook.	Additional audio-visual equipment, especially tape recorders for the primary grades would be desirable as the budget permits.
Some listing should be made of available appropriate materials, library, audio-visual, field trips, community resources, etc.	

Evaluation Considerations

Standard

Each unit, that is, the work for each grade, has a test of the concepts covered. This can readily be administered, scored and recorded by the teacher. If desired, this can be done on a pre- and post-test basis so that growth can be assessed.

Optional

Instruments might be utilized to measure growth in:

1. Knowledge of the existence of occupations. (scope)
2. Knowledge about occupations. (in depth)
3. Attitude toward world of work and the worker.

These instruments are available or in the process of development.

BASIC CONCEPTS FOR AN ELEMENTARY (K-6) CAREER AWARENESS DEVELOPMENT PROGRAM

Kindergarten

The beginning experience should teach that everybody works and that work is not synonymous with disagreeable.

- Mothers and fathers work
- Some workers come to the school
- Some workers come to the home
- We work at school

First

Basic facts of economics, importance of work and cooperation.

- Money is the chief form of barter in our society
- People work for many reasons
- People work for various rewards
- Individuals work to meet personal and social needs
- Work is important to the worker and to other people
- Cooperation is essential in the world of work

Second

An introduction to differentiation of employment, specialization and interdependency.

- Careers are of a wide variety
- Some workers produce goods
- Some workers produce services
- A society needs both producers of services and producers of goods
- Workers who produce services and workers who produce goods are dependent on each other
- There are many jobs because of specialization

Specialization leads to interdependency

Because each person has a special job to do, he learns how to do the job well

Third

A discussion of factors such as supply and demand and geographical location affecting jobs, as well as the preliminary relationship of school to the world of work.

There are jobs at the local, county, state, national and international level

Geographical location determines kinds of work found therein

Where a person lives determines the kinds of occupations found there

Individuals live in a particular geographical location dut to the nature of their work

Supply and demand help determine available jobs

Supply and demand influence the kinds of occupations found in a community

Supply and demand help determine occupational choice

Technological and sociological changes eliminate and create jobs

Education, both in and out of school, is usually required for a job

School helps a person prepare for the future

Fourth

This is an expansion of the relationship of school to the world of work, where specific skills are related to employment.

What we learn in school will help us when we're out of school

School is a part of preparation for a career

Many people have special education for the world of work

The desire to read gives many people jobs

Reading helps people in their occupations/careers/jobs/ work

People need to be able to listen well in their work

People need to be able to write in many jobs

People need to be able to speak well in their work

The ability to communicate effectively helps a person work well with other people

Efffective communication, partly learned at school, helps people cooperate and work well together

Understanding of mathematics helps people in their work

There is a wide variety of jobs because of science

An understanding of science helps many people in their work

Many jobs are related to science

Advances in science change work

Having a scientific attitude (problem solving) helps many people in their work

Fifth

This is the level at which the student begins to receive information about the "square peg in the square hole", that is, that there are characteristics possessed by individuals and characteristics required by occupations; the more closely these are matched, the more satisfying the career choice.

Information about careers is needed by all individuals

Making a career choice requires careful study

There are areas of information considered important in making a vocational choice--the nature of the work, training, working conditions and the like

Observation of people at work helps improve knowledge about careers

Individuals differ in their abilities, interests, attitudes and values

Individuals are qualified to perform in many different occupations

Successful performance on most jobs requires certain personal qualities as well as skills

Understanding one's capabilities as well as liabilities aids the decision-making process

Students should learn about themselves as part of preparation for the world of work

Self-understanding is important in making career decisions

Findin areas of interest can aid self-understanding

Self-understanding can point to occupational interests

Individuals' value systems affect career choices

Leisure time activities affect career choice

Hobbies and interests sometimes lead to occupations

Career choice affects the individual's total life--leisure time activities, the selection of friends and the satisfaction of needs

Sixth

An introduction to the concept of the cluster approach to occupations and to career preparation. This is intended to lead into a naturally developing sequence of "hands-on" exploration of many of the clusters through a cycle of short-term experiences. Following this the student may elect to enroll in an orientation course to a cluster of particular interest; if this meets his expectations, he may then choose to work at some depth in that cluster.

Careers are grouped by job families; positions are related within job families

Within each job family or cluster there are many jobs which represent a wide range of qualifications, training, duties, working conditions and pay

Every individual can find, within a cluster which interests him, some position for which he is suited

The Agri-Business and Natural Resources cluster includes:

Operations

Support and regulations

Research

Forestry

Land and water management

Fisheries and wildlife

Mining and quarrying

Petroleum and related products

Service

Production

Processing and marketing

The cluster for communication and media includes:

Operations

Line communications

Broadcasting

Audio/Visual

Language

Publishing

The construction cluster includes:

Operations

Design

Contracting

Interior

Landscaping

Land development

Fabrication and installation

The Consumer and Homemaking (related occupations) cluster includes:

Operations

Food service industry

Clothing, apparel and textile industry

Child care, guidance and teaching

Family and community services

Institutional household maintenance services

Inter-changeable technician for homemaking

Housing design and interior decoration

Included in the cluster for Environment are:

Operations

Soil and mineral conservation and control

Space and atmospheric monitoring and control

Environmental health services

Development and control of physical man-made environment

Forest, range, shore and wildlife conservation and control

Water resource development, conservation and control

The cluster for Fine Arts and Humanities includes:

Operations

Fine Arts

Humanities

The Health Occupations cluster includes:

Operations

Health information systems

Health services delivery

Mental health, mental illness and retardation

Accidents, injuries and emergency services

Dental science and services

Pharmaceutical science and services

The Manufacturing cluster includes:

Operations

Design

Materials

Production

Distribution

Research

Included in the cluster of Marine Sciences Occupations are:

Operations

Marine Biology

Commercial fishing

Aquaculture

Marine (oceanographic) exploration

Underwater construction and salvage

The Marketing and Distribution Occupations cluster includes:

Operations

Marketing system

Sales and services

Buying

Sales promotion

Physical distribution

Marketing services

The cluster for Personal Services Occupations includes:

Operations

Physical culture

Cosmetology

Mortuary science

Barbering

Household pet services

Within the Public Service cluster are:

Operations

Financial

Urban development

Regulatory services

Education

Police and fire

Defense

Post Office

Public utilities

Public health

Labor affairs

Highways

Public transportation

Social and rehabilitation

Courts and corrections

Parks and recreation

The cluster for Recreation, Hospitality and Tourism includes:

Operations

Environmental management

Community services

Human development

Mobility

Health care

The final cluster to be considered, Transportation, includes:

Operations

Aerospace transportation